



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5500 W Galveston Street, Chandler, AZ 85226

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Donna Gallaher
Schedule : 7:15 AM to 3:45 PM
Grades : K-5
2004 Enrollment : 625
Web Address : www.kyrene.org/schools/mirada/home
Phone Number : (480) 783-2900
Fax Number : (480) 940-3560
E-mail : dgalla@kyrene.org

Mission

We are committed to the achievement of academic excellence through high-quality teaching, learning, and community involvement which results in students being well-prepared to meet future educational challenges and to contribute to society.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü All students excel academically with a primary focus on reading, writing, and mathematics.

ü Challenge and support each student through differentiated content, products, and instructional strategies.

Enrollment

October 1, 2003 School Year Student Enrollment : 673
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 119

Instructional Programs

- Ü K-3 Early Literacy Program
- Ü Special Education
- Ü Gifted Education
- Ü Multiage Classroom Opportunities
- Ü All Day Kindergarten
- Ü English Language Learner
- Ü Art, Music and PE
- Ü Technology Based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Staff is committed to creating a safe, supportive, and challenging learning environment in which academic excellence is achieved. Mirada staff communicate regularly with parents by phone and in person regarding the learning progress of our students.

Parents

Parents support their child's learning by helping with homework, monitoring progress, volunteering their time and expertise in classrooms and after-school activities, and by serving on school and district committees.

Transportation Policy

Transportation is provided for students who reside more than one mile from school or those who must cross a major street to get to school. Transportation is also provided for students with disabilities whose IEPs indicate transportation is required.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü ENC in Education Recognition	1997
Ü Intel's Innovations in Education Award	1999
Ü Teach to the Future Award	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2007	75509	100	98	100	540	550	521	11	5	13	13	14	23	25	31	33	51	50	31
All Students (Prior Year)	113	1945	75372	100	98	100	549	545	523	2	3	9	12	15	25	35	37	36	51	45	30
Female	56	980	37013	100	98	100	541	552	522	8	4	12	13	14	24	26	31	33	53	51	31
Male	47	1027	38430	100	98	99	538	548	521	16	5	14	14	15	22	23	31	33	48	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	14	288	30486	100	97	99	482	532	505	42	8	18	17	21	29	33	30	32	8	41	21
Asian/Pacific Islander	11	170	1780	100	98	98	583	573	549	0	1	5	0	9	13	33	27	33	67	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	70	1375	35192	100	98	99	545	555	534	7	3	8	15	12	19	21	32	35	57	52	39
Students with Disabilities	11	193	9708	100	99	100	472	497	489	60	24	32	20	33	27	10	23	24	10	20	17
Students without Disabilities	92	1814	65801	100	98	98	547	554	525	6	3	11	13	13	23	26	32	34	55	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	12	256	36411				488	516	503	27	10	19	18	25	29	45	36	32	9	28	20
Non-Economically Disadvantaged	91	1751	39040				546	554	534	9	4	8	13	13	19	22	31	34	56	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2005	75492	100	98	100	532	533	519	10	5	12	7	10	16	46	49	47	37	36	24
All Students (Prior Year)	113	1951	75221	100	99	100	536	536	523	2	2	8	10	9	16	53	59	56	35	29	21
Female	56	979	37014	100	98	100	542	536	523	6	4	10	4	8	15	46	48	48	44	40	27
Male	43	1026	38400	100	98	99	519	530	516	15	6	14	13	12	17	45	50	47	28	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	15	291	30438	100	98	99	504	523	508	23	6	17	23	14	21	46	55	47	8	25	15
Asian/Pacific Islander	10	167	1773	91	96	98	549	546	534	0	2	4	0	6	10	44	38	50	56	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	66	1374	35177	100	98	99	535	536	528	8	4	8	5	8	13	48	49	49	39	38	31
Students with Disabilities	11	194	9707	100	100	100	480	501	495	50	26	33	20	21	21	20	36	33	10	17	13
Students without Disabilities	88	1811	65785	99	98	98	538	536	522	5	3	10	6	9	16	49	50	49	40	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	12	258	36302				521	515	507	27	12	18	9	16	21	18	54	46	45	18	14
Non-Economically Disadvantaged	87	1747	39164				534	536	528	7	4	8	7	9	13	49	48	48	36	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1993	75053	100	98	99	636	650	597	7	4	7	10	7	12	64	71	72	19	18	9
All Students (Prior Year)	112	1913	73654	100	97	99	545	544	530	3	4	9	6	9	13	80	76	70	11	11	7
Female	55	973	36872	98	97	99	684	682	621	2	3	5	2	3	9	70	70	74	26	24	12
Male	43	1020	38109	100	98	99	572	618	573	15	6	10	20	10	14	56	72	69	10	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	14	284	30235	100	95	98	577	634	575	8	5	9	17	8	14	67	75	70	8	13	6
Asian/Pacific Islander	10	166	1768	91	95	98	726	711	651	11	3	3	0	3	5	56	57	72	33	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	66	1373	35028	100	98	99	624	651	613	8	4	6	9	6	10	69	72	73	14	18	11
Students with Disabilities	11	192	9625	100	99	100	508	531	530	27	19	21	27	20	21	45	58	55	0	2	4
Students without Disabilities	87	1801	65428	98	97	98	653	659	604	5	3	6	7	6	11	66	72	73	22	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	12	257	36077				581	597	566	18	10	10	18	13	16	45	71	69	18	7	5
Non-Economically Disadvantaged	86	1736	38950				643	657	618	6	4	5	8	6	9	66	71	73	19	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2065	76019	98	98	100	543	534	499	2	4	14	25	25	39	8	13	14	65	58	33
All Students (Prior Year)	134	2076	76230	97	97	100	523	528	498	3	3	12	31	25	38	8	13	12	58	60	37
Female	54	989	37207	98	98	100	540	534	499	2	2	12	25	25	41	10	14	14	63	58	33
Male	63	1073	38677	98	98	100	545	535	498	2	5	15	25	25	38	6	12	13	67	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	19	294	29458	95	97	100	508	513	480	5	5	20	47	39	48	11	14	12	37	42	20
Asian/Pacific Islander	19	156	1673	90	98	99	566	563	531	0	1	4	17	14	29	0	10	14	83	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	71	1403	35880	97	97	100	544	541	515	1	3	7	23	21	32	10	13	16	66	63	45
Students with Disabilities	10	185	9786	100	99	100	474	471	457	10	25	39	80	52	40	0	7	7	10	16	13
Students without Disabilities	107	1880	66233	98	98	99	550	539	503	1	2	11	20	23	39	9	13	14	70	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	10	278	35714				491	497	480	20	8	20	50	48	47	0	15	12	30	29	20
Non-Economically Disadvantaged	107	1787	40266				548	540	513	0	3	9	23	22	33	9	12	15	69	62	43

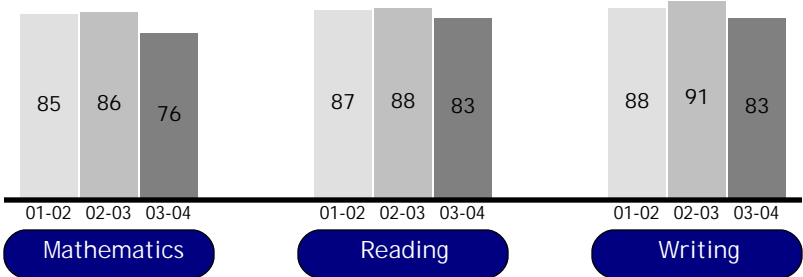
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2069	76020	100	98	100	518	516	503	11	10	25	17	18	23	52	51	40	20	21	12
All Students (Prior Year)	135	2074	76202	98	97	100	515	519	505	4	6	19	17	16	24	59	56	46	21	23	11
Female	55	992	37213	100	98	100	518	519	504	13	9	22	23	18	23	43	51	42	21	22	13
Male	64	1074	38666	100	98	100	519	513	501	10	12	29	13	18	22	59	50	38	19	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	19	294	29442	95	97	99	510	506	494	21	17	37	37	27	26	26	42	31	16	13	6
Asian/Pacific Islander	20	157	1672	95	98	99	531	530	513	11	8	12	11	11	19	44	48	49	33	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	72	1405	35890	99	97	100	516	518	511	8	7	15	14	16	20	61	53	48	17	23	18
Students with Disabilities	10	185	9784	100	99	100	483	488	485	60	48	58	20	22	19	20	27	19	0	2	4
Students without Disabilities	109	1884	66236	100	98	99	522	518	504	7	8	23	17	18	23	55	52	42	22	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	10	278	35703				492	499	494	40	23	37	40	28	26	20	41	31	0	7	6
Non-Economically Disadvantaged	109	1791	40274				521	518	509	8	9	17	15	16	20	55	52	47	22	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2061	75673	99	98	100	589	581	530	7	5	12	13	16	25	67	69	58	13	10	4
All Students (Prior Year)	135	2048	74692	98	96	99	522	528	502	4	6	18	21	19	27	63	60	47	12	15	8
Female	55	990	37099	100	98	100	610	603	548	2	2	8	17	11	22	62	74	64	19	13	6
Male	63	1069	38441	98	97	99	571	561	513	11	6	16	10	21	29	71	66	52	8	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	19	293	29305	95	96	99	548	561	507	0	4	16	26	20	31	68	70	51	5	6	2
Asian/Pacific Islander	19	155	1665	90	97	99	638	622	573	6	3	6	0	8	16	78	69	67	17	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	72	1403	35760	99	97	99	586	586	550	8	3	9	13	15	21	65	71	64	14	10	6
Students with Disabilities	10	185	9706	100	99	100	414	486	462	50	24	36	30	31	32	20	44	31	0	2	1
Students without Disabilities	108	1876	65967	99	98	99	605	588	536	3	3	10	11	15	25	72	71	60	14	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	10	277	35541				576	531	504	20	12	17	20	24	31	40	60	50	20	4	2
Non-Economically Disadvantaged	108	1784	40091				590	588	550	6	4	9	12	15	21	70	71	64	12	11	6

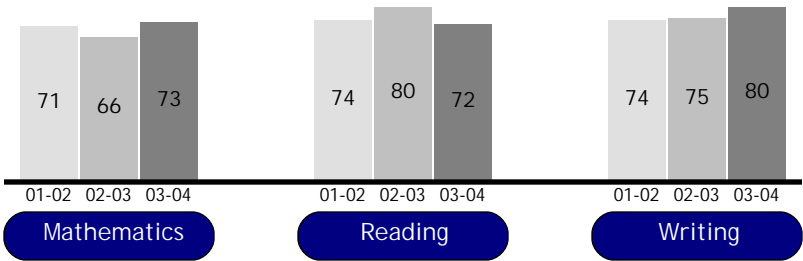
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	47	58	44	86	65	67	50	96	60	NA	58
	Language	99	49	56	39	95	58	60	43	98	57	60	50
	Mathematics	100	63	68	52	94	69	75	57	99	72	76	64
3	Reading	97	68	64	43	92	70	70	47	99	69	NA	55
	Language	98	72	70	50	98	71	72	54	100	66	72	61
	Mathematics	97	76	71	50	99	71	76	54	99	66	78	61
4	Reading	98	71	69	47	95	73	73	52	100	65	NA	56
	Language	98	62	63	45	97	64	65	48	100	63	66	52
	Mathematics	98	77	74	52	96	76	77	57	100	74	78	61
5	Reading	98	65	67	46	95	66	71	50	100	71	NA	55
	Language	98	58	61	43	95	62	65	46	100	64	65	49
	Mathematics	100	79	78	54	95	78	82	57	100	87	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü School Climate

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	5	0	0
7 to 9 years	2	4	0	0
10 or more years	2	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Classroom Internet Connections
- Ü TV Studio and Computer Labs

Extracurricular Activities

- Ü Student Council
- Ü Adult Community Enrichment Classes
- Ü Choir
- Ü After School Enrichment Classes
- Ü PTA Family Events

Social Services

- Ü Optional Full-Day Kindergarten
- Ü Health Services
- Ü Scholarship Opportunities for ADK
- Ü After School Child Care
- Ü Free & Reduced Lunch Program
- Ü After School Clubs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mirada students scored well above national and state mean percentile ranks on the Stanford 9 Achievement Test. Students scored above state averages on AIMS (Arizona's Instrument to Measure Standards) in reading, writing, and math.
- ü In 2004, according to our annual community survey, 98% of parents responding report satisfaction with their child's school experience at Mirada.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	79	54
Grades 3-4	71	79
Grades 4-5	62	83

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School/District follow a zero-tolerance policy of enforcement regarding tobacco, alcohol and drugs.

School/District follow a zero-tolerance policy of enforcement regarding violence. School/District has a Multi-hazard Safety Plan (Safe School Plan).

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Donna Gallaher	(480) 783-2900
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karen Crider	(480) 783-4177
School Nutrition Programs	Sandra Messer	(480) 783-2996
Parent Organization	Aprile Silberschlag/Nancy Moser	(480) 783-2964
Student Health/Nurse	Pam Buschatzke/Barb Grace	(480) 783-2984

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.